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The author constantly endeavors to make a close correlation between algebra and arithmetic, not only in the order of the presentation of the subject, but also in the method of treatment. Thus, the algebraic symbols are constantly referred to as quantities, and the sum of $7A$, $5A$, and $3A$ as $15A$ is explained by the sum of 7 apples, 5 apples, and 3 apples. This presents a false notion at the outset, and distinctly lowers the mental quality of the pupil's attitude toward the subject. Moreover, this constant relation of the subject to arithmetic causes the pupil to derive his algebraic images from arithmetic instead of from previous work in algebra.

By referring to the symbols of numbers as quantities the author introduces confusion into the solution of problems. For instance, in one model solution x equals the present age of the sister, and in another x equals the number of yards in each lot. In the first instance x equals a quantity, and in the second x equals a number. The result of this is to encourage slovenly thinking on the part of the pupils in their solution of problems.

In conclusion, it may be stated that, while the problems are well chosen and graded, the author has not been fortunate in the method of the introduction and development of algebraic principles.

A. F. AMES.

PUBLIC SCHOOLS,

Riverside, Ill.

American History in Literature. Compiled by MARTHA A. L. LANE AND MABEL HILL. Boston. Ginn & Co., 1905. Pp. x + 178.

Outline of United States History. By MAUD ELMA KINGSLEY. Boston: The Palmer Co., 1906. Pp. 48.

The first of these two books attempts to provide in compact form widely scattered specimens of literature which illustrate American history. It is for children of ten and twelve years of age, and a second book for the higher grades is promised. There are eight chapters, containing sixty-three extracts, which treat of such topics as "Columbus," "The Pilgrim Fathers," "The Acadians," "Washington's Inaugural Journey," "Old Ironsides," "Daniel Webster," "The Blue and the Gray," and "Liquid Air." This is an useful and interesting book, and should be in the hands of all teachers who have pupils of this age. Care must be taken, however, to see that a wrong impression is not left in the minds of pupils. The danger of pupils of this age is the tendency they have to accept as historical fact whatever is seen in print. Some of the selections are so imaginative that they had better have been omitted.

The second book is a syllabus and interpretation of our history. In each important period, or division of the subject, the principal events that should be studied are mentioned; then there are notes on the character of the period, and finally topics for written work. Plans for treating campaigns, and tables with summaries of certain topics, are given. The book seems to be intended for the use of teachers and pupils in the grammar grades, and ought to prove useful for the purposes intended.

MARCUS W. JERNEGAN.

UNIVERSITY OF CHICAGO.

Civics, Studies in American Citizenship. By WALDO H. SHERMAN. New York: The Macmillan Co., 1905. Pp. viii + 328. \$0.90.

The aim of the author of this book, "to teach and inspire civic patriotism" by bringing students "face to face with citizenship problems," is a worthy one. However,

in this case a commendable plan has been greatly marred by a general carelessness of statement, and in many instances by positive error. The printer is probably responsible for the statement (p. 8) that the Czar of Russia "abrogates" unto himself all the powers of government, but the assertion (p. 23) that "the United States has ruled out from naturalization *and citizenship* the Chinese," and (p. 143) that "the Constitution of the United States is the supreme law of the land," cannot be accounted for in that way. It sounds well to say (p. 143) that the Constitution of the United States "is the government's written explanation of itself," but it is not true. Finally, to mention only one other among the many serious defects, it may be pointed out that the treatment (p. 170) of the federal civil service and the President's appointing power is very misleading. On the whole, the book would prove an unreliable text in the hands of students. It should be of some value to teachers by reason of the suggestions in the second part in regard to the method of study and the teaching of civics.

A. R. HATTON.

UNIVERSITY OF CHICAGO.

Laboratory and Field Exercises in Physical Geography. By GILBERT H. TRAFTON, M.S. New York: Ginn & Co., 1905. Pp. 90.

Mr. Trafton has contributed a series of rational laboratory exercises for physical geography. Each exercise has an educational value in it for the student. There is a conspicuous absence of useless copying of maps and data from text books to notebooks. Such work will keep the students busy during the laboratory period, but should be condemned by all sane teachers of the subject.

Chapter 1 contains seven exercises based on the study of "The World as a Globe." Chapter 2 includes thirty-seven exercises associated with the study of "The Land." Of these exercises, four are introductory to the study of topographic and hachure maps, twenty-eight are based on the study of topographic maps, one on the study of minerals, one on the study of rocks, and three on field-work. Chapter 3 contains thirteen exercises associated with the study of "The Atmosphere;" they are simple, practicable, and very commendable. Chapter 4 includes three exercises based on the study of "The Ocean." In the appendixes there are suggestions to teachers, and lists of books and material valuable in physical geography work.

The studies of topographic maps and the exercises associated with the study of the air are especially good. The book does not include more than can and should be done in a high-school course in physical geography or physiography.

WALLACE W. ATWOOD.

UNIVERSITY OF CHICAGO.

The Art Reader. By P. E. QUINN. Boston: A. W. Elson & Co., 1905.

In the words of the publisher, this is not a textbook, but is, what its name implies, a reader that may be opened at random and read with pleasure and profit. From the pyramids of Egypt to St. Gaudens' Lincoln is, indeed, a wide range. In the fifty or more very excellent illustrations the reader is introduced to certain typical masterpieces. In the selection of his material the author evidently intended to stimulate interest through suggestive sketches, rather than to fill in a complete picture. The work is to be commended in that it is free from the weak sentimentality of some art readers. It would seem to be best adapted to the interests and abilities of the student in the first and second years of high school. A knowledge of historic facts is not to be mistaken for appreciation of the æsthetic and artistic qualities of the art facts of